

# Little Treasure Day Nursery

Christian Life Centre, 49 Oxford Road, Cowley, Oxfordshire, OX4 2ER

## Inspection date

Previous inspection date

07/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- The outdoor area is not stimulating enough to fully engage all children's interest and support their progress across the areas of learning.
- Staff miss spontaneous moments during the day to promote children's mathematical development.
- Some aspects of the day do not support children's independence and sense of belonging very effectively.

### It is not yet good because

- The outdoor area is not stimulating enough to fully engage all children's interest and support their progress across the areas of learning.
- Staff miss spontaneous moments during the day to promote children's mathematical development.
- Some aspects of the day do not support children's independence and sense of belonging very effectively.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the indoor and outdoor areas.
- The inspector went with the staff and children to the local park.
- The inspector undertook a joint observation of the outdoor area with the manager.
- The inspector held discussions with the owner of the nursery and some parents.
- The inspector sampled a range of documentation, including policies and safeguarding procedures.

## **Inspector**

Jill Milton

## Full Report

### Information about the setting

Little Treasure Day Nursery is a privately owned nursery that registered in 2013. The nursery operates from a church hall in the Christian Life Centre in the Cowley area of Oxford city. The intake of children is from the local residential area. Children have access to an outdoor play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 18 children on roll in the early years age group. Staff provide support for children with special educational needs and/or disabilities. They also support children who are learning English as an additional language. The nursery opens on weekdays from 8.30am to 5.30pm, for 50 weeks a year for children from 18 months. If there is demand, staff offer care for older children in the school holidays on weekdays between 8.30am to 5.30pm. The nursery employs four staff who hold an appropriate range of qualifications. The manager has attained a degree in Educational Studies.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the educational programmes to meet the individual needs and interests for more active learners, particularly for those children who learn better outdoors.

**To further improve the quality of the early years provision the provider should:**

- make more effective use of opportunities during children's play to increase their awareness of mathematical words and concepts, such as number, shape and capacity
- provide children with a designated space for their own things and help them develop a sense of belonging; for example, by seeing their names and artwork on display at their height.

## Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Staff demonstrate a suitable understanding of how to help children make steady progress in their development. Now that numbers of children attending the nursery are increasing,

staff are putting into place more structured plans to support learning. Staff are starting to monitor the children's achievements to help them plan how to support children in taking the next steps. As the staff get to know the children, they are also becoming aware of any gaps in learning. They are working with parents to engage the advice of other professionals. A speech therapist is due to make an initial visit to the nursery, for example, to support individual children's needs. Staff are aware of the need to prepare progress checks for two-year-old children. They have training and experience in how to meet this regulatory requirement. Feedback to parents about children's progress currently relies on informal daily discussions, which provides an adequate starting point. Parents state that they feel happy with the way staff are communicating with them at this early stage of settling into the new nursery.

Children show motivation in choosing activities for themselves. Staff provide some word and picture labels on resources to help children become aware of where to find things for themselves. However, children do not have a place to store their own belongings so they can collect their coats and keep pictures for home. Children do not see their names or their artwork on display at child-height around the nursery. Small but effective touches like this can help children feel they belong and encourage independence. Children do develop some basic skills for later school life. They sit well to listen to stories and some are showing confidence in speaking to voice their opinions. Staff engage the children in short conversations about their families. Some children are able, for example, to talk about their mothers' job. Staff provide adequate support to children who are learning English as an additional language. They have some key words in home languages to aid communication. Staff sometimes use a visual timetable to show children what is happening next and most children appear comfortable with the routine. Children particularly enjoy singing times and find it funny when staff use high and low voices. The manager acts as a good role model in the way she engages the children at these times. Staff include some regular activities to introduce children to the sounds of letters, which helps towards preparing them for school. Staff offer a wide range of books, though do not present these very well to interest younger children.

Children move around the nursery with control. They negotiate steps up to the stage area and steer dolls' prams around carefully. Children develop basic coordination as they build with bricks or use a glue stick on the art table. They are able to develop their imagination appropriately using toys, such as hats, dolls and pop-up tents. Staff provide a few basic activities outdoors. For example, children have a small vegetable patch where they can care for living things. They are proud to show how well their beans are growing. However, the outdoor space is not stimulating enough to fully challenge and support the progress of children who prefer to learn outside. Staff sometimes miss opportunities to promote an area of learning. For example, on some days there is no use of mathematical words as children fill buckets with sand or enjoy visits to the park. Children like to explore resources, working out how to switch on keyboards and toy guitars so that these make sounds. Sometimes staff make a laptop computer available to the children, recording how adept they are at using technology.

Children are building up sound bonds with staff and they receive suitable levels of attention to help them feel safe and secure at nursery. Children are settling quickly and gaining confidence in their new surroundings. They become aware of the routine of the day and know, for example, that it is quiet time after lunch. Each child is appointed a key member of staff who looks after their needs appropriately. Staff chat amicably to children when following care routines, such as nappy changes. Children develop some social skills as they learn to sit together for meal times and develop good manners. Staff act as suitable role models in the way they interact with children and offer guidance. Children play alongside others and start to show some cooperative play as they pour pretend cups of tea for each other. They play with some resources, such as musical instruments, that introduce them to different cultures. Staff have experience in planning a range of events to promote diversity in a positive way.

Children are keen to play outside and they show excitement when arriving at the park. They enjoy energetic play in the park where there is a more challenging selection of equipment than at the nursery. Children are starting to respond to their own needs, realising how thirsty they are after running around. Staff provide regular drinks and snacks to refresh children's energy levels. On the day of the inspection, the only snack on offer was toasted white bread, though staff do describe how a better selection is normally available, which includes fruit. Staff liaise with parents to find out about children's individual health needs and they are aware of any dietary requirements. At lunchtime, children eat food that their parents provide and staff store and reheat food safely as required. Children who require a daytime sleep rest on small beds in a quiet area of the hall. Staff help them settle and are on hand to offer reassurance to children who need time to wake up properly before they are ready to play.

Staff are working steadily to adapt the premises and build resources to meet the children's needs. They have already put in place some improvements, such as fitting a low-level sink in the bathroom and finger guards on doors. Staff are in constant negotiations to acquire more storage and make changes to benefit children. The outdoor area offers particular challenges and is not yet a stimulating area. Staff are building up resources, bringing in new items for children to enjoy, such as compact discs of different styles of music or farm animals. The resources available indoors provide suitable coverage of each area of learning. Staff monitor the environment and adjust the ventilation and lighting to help children play and rest in comfort.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a sound understanding of the safeguarding and welfare requirements. They are developing a suitable range of policies and procedures to underpin their work. The manager attends training in safeguarding and staff are clear about how to respond to child protection concerns. Staff take appropriate steps each day to help keep the premises safe for the children. They keep a suitable record of risk assessment that describes how they reduce potential hazards to children. Staff add to the risk assessment when different

situations occur or they plan a new outing. Staff check with parents who is collecting their child at the end of the session, requesting the use of passwords as a safety measure. Staff accompany parents when they enter or leave the premises. Only staff know the number to use on the key pad to enter the hall where the nursery operates since the building is in use by members of the public. Staff work steadily through the day to safeguard children's health by keeping areas clean and tidy. They are aware of the procedures to record children's accidents or occasions when they administer medicines. Staff take sensible precautions, such as wearing protective clothing to serve food, to reduce the risk of infection to children.

The manager and small team of staff have a suitable range of qualifications and experience. They are taking steps to adapt the premises as the numbers of children attending increases. The manager responds positively to guidance from the early years advisors to help protect children's welfare. She took steps to adjust safeguarding policies, for example, to include sections on whistleblowing and appropriate use of mobile telephones. Staff have realistic actions plans in place to help them meet the learning and development requirements. There are sound systems in place for the recruitment of new staff. All adults working in the nursery have a Disclosure and Barring Service check. The manager keeps a clear central record of staff backgrounds and there is planned support to their professional development as the nursery expands. At this early stage, the staff use self-evaluation appropriately on a daily basis to reflect and adapt procedures. A questionnaire is ready to use later in the autumn to gather the views of families when they settle into the nursery life.

Staff are developing suitable partnerships with parents. There is a useful range of information accessible each day about the policies and timetable of activities. Staff are producing reassuring leaflets for parents on topics, such as healthy eating. Parents receive a friendly welcome from staff and there are informal discussions about the children. Staff collect suitable details from families to help them understand about children's health and developmental needs. The manager is beginning to make links with a local school to prepare for when children move to a new setting. She is aware of the need to build partnerships with other professionals to offer continuity in care for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY459789
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	913329
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Marian Nsune-Kuo Mohammed
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07982932565

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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